

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 127†

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( Sept. to Dec. 1933.  
Jan. to March, 1934, overseas )

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM I., (A. & B).

(Ages 6 to 9).

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated without interruption.

#### A & B

I. Suitable stories from *Numbers*, chapters 16, 21-24, and 31, and *Deuteronomy*, chapters 16 and 32-34, inclusive.  
or, B, Beginners: *Bible Stories for My Grandchildren*, by "Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Matthew's Gospel*, chapters 9 (verse 35) - 21 (verse 17), inclusive.

Teacher may study Dr. Paterson Smyth's *Moses and the Exodus* (Sampson Low, 2/-), lessons 17-24, and *St. Matthew's Gospel*, (Sampson Low, 2/-), lessons 8-15, inclusive (omitting questions), in order to bring the passages home to the children.

Teacher will find the following books useful: *The Little Bible* (Oxford Press, 2/6, see especially the *Appendix for Teachers and Parents*). *The Religion of Little Children*, by V. Bremner (Athenæum Press, 6d.). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6). *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Life of Jesus of Nazareth*, illustrated by W. Hole (Eyre & Spottiswoode, 15/-). *New Scripture Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6).

† The 127th term of work set since the Parents' Union School began.



Prayers, Hymns, etc.

*The Children's Kingdom* (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *Prayers and Hymns for Little Children* (Oxford Press, 1/-, with music, 2/6), or, *Songs of Praise*, (Oxford Press, 6/-, words only, 1/-).

Sunday Reading:

- A *A Book of Golden Deeds*, by Charlotte Yonge (Nelson, 1/3), pp. 148-218.

*Mayo the Lion Keeper*, by M. Bruce (Harrap, 1/-). *If I lived in Palestine*, by M. Entwistle (E.H.P., 1/-).

- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Animals of the Bible*, illustrated, by E. E. Helme (R.T.S., 3/6).

*Boys and Girls of Africa* (Highway Press, 1/-).

Sunday Occupations:

- A & B *Adventures Overseas* (Highway Press, 2/6), for stories, games and occupations. *Africa Painting Book* (C.M.S., 1/-). *A Chief's Home in Uganda*, a cut-out model (C.M.S., 1/-). Make Christmas cards.

Writing.

- A Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243).

Upper I.A., write also verses from memory, and occasionally a few sentences of narration.

- B One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

*A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teacher's instructions, 6d., cards 4, 10, 5 and 3, 5d. each): card 7 is also a good model for cursive writing. Or, Mc.Dougall's *Print-Form Writing Exercises*, Book 1, (3½d.).

Tales.

- A *The Pilgrim's Progress*\* (Oxford Press, 3/6, or, Nelson, 1/3), Part I., from "The Valley of Humiliation" to "The Pillar of Salt." *Tales of Troy and Greece*,\* by Andrew Lang (Longmans, 5/-), pp. 101-144.

- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales* (both Oxford Press, 3/6, or any complete edition). *Æsop's Fables* (Murray, 2/6): choose from pp. 37-72.

British History.

- A *Our Island Story*,\* by H. E. Marshall (Jack, 10/6, or, Part II. 3/3), pp. 168-229 (1199-1347). *Tales from Canterbury Cathedral* (Revised Edition), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 37-83.
- B *Our Island Story* (Jack, 10/6, or, Part I., 3/3), pp. 129-167 (1100-1199); or, work with A, as above.

Geography.

Philip's *Atlas of Comparative Geography*\* (3/6).

- A *Ambleside Geography Books, Book I.*\* (latest edition) (Kegan Paul, 2/6), pp. 85-100, inclusive; *Book II.*\* (latest edition, 3/-) pp. 1-22, inclusive, map questions to be answered before each lesson. Pace the length and breadth and make plans of 2 rooms, 2 passages, 2 garden walks. Learn something about six places connected with recent events.

Take *The Home and Classroom Section of The Times* (P.N.E.U. Office, 6/- a year).

- B *Ambleside Geography Books, Book I.*, pp. 17-31 inclusive. *The World and its Wonders* (Cambridge Press, 2/-), pp. 1-38 (omit questions). Learn something about six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand: islands, isthmuses, straits.

Natural History.<sup>1</sup>

- A & B Keep a Nature Note-Book\* (P.N.E.U. Office, 5d., see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of wild fruits; watch animals, birds, insects.

Teacher will find useful: *Nature Rambles*: Vols. I. to IV., and *Nature in the Garden*, Vols. I. & II.: all by E. Step, F.L.S. (Warne, 2/6 each). See also *Down the Stream*, under Holiday Reading.

- A *Wild Life Studies*,\* by Frances Pitt (Nelson, 1/-), pp. 145-189. *Insect Life*,\* by A. Buckley (Cassell, 1/3), pp. 41-80; specimens should be found and much work done out-of-doors.

- B *Wild Life in Woods and Fields* (Cassell, 1/-), pp. 1-48, omitting lessons III. and XI. *Friends of Field and Forest*, by E. E. Helme (R.T.S., 2/6), pp. 82-120.

or, (Overseas) A & B, *Nature's Nurseries*\* ("Eyes and No Eyes" Series, Cassell, 1/3), pp. 39-80. *Animal Life in the East*,\* by Martin Duncan (Milford, 1/-), pp. 14-89.

<sup>1</sup> Members overseas see special leaflet.



French.<sup>2</sup> (See N.B. 4.)

The work should be oral, but in Upper I.A children may write down words and short sentences.

- A *Le Livre Rouge*,\* by E. Magee (Blackie, 2/6), or, *Le Français par les Images*,\* by Frances M. Butlin (Dent, 1/4), six lessons a term. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate.

- B *La Vie de Madame Souris*, by G. Gladstone Solomon (Dent, 1/-), six lessons each term.

- A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Teacher will find useful: *Hints on the Teaching of Modern Languages*, by G. Gladstone Solomon (Heinemann, 1/-). The following series is also useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Company, 2/6); with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Number. (See N.B. 4.)

*Teachers' Books* are essential. Some rapid mental work for A and B each lesson, and regular practice in tables.

- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.\* (University of London Press, Pupil's Book 10d, Teacher's Book, 2/-).

(6th term), Pupil's Book, pp. 55-64, inclusive.

(3rd term), pp. 24-33, with *Fundamental Arithmetic Cards*, Standard I., Set A or B (1/3 each), cards 14-16 and 21-23.

- B (3rd term). *Step-at-a-Time Arithmetic*,† Book I.\* (A. & C. Black, Pupil's Book, 7d.), pp. 26-40. (Teacher's Book, 2/-). Sums may be worked with dominoes, beans, etc., at first. (N.B.—Dr. Ballard's introductory *Number Books* will be set next term).

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

Picture Study (see *Home Education*, pp. 307-311).

- A & B Study reproductions of six pictures by Velasquez\* (P.N.E.U. Office, 2/- the set).

See notes for teachers only in the September number of the *Parents' Review*.

Brushdrawing.

- A & B Paintings of (a) six kinds of wild fruits; (b) wild creatures that you have been able to watch; (c) scenes from stories taken from Reading books set.

Children should draw occasionally from memory, with brush, crayon, or chalk. *Pencils should not be much used*. See *Home Education*, page 313; *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 1-9, 35-37, 145-151.

Paint-box with specially chosen colours, brush and palette, (P.N.E.U. Office, 2/6). Box of crayons (4½d.), coloured chalks, (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each).

<sup>2</sup> Schools may substitute the national language.

† Comes to an end this term.

#### Recitations.

- A & B Learn 6 consecutive verses from work set in *Numbers* and *St. Matthew*. Psalm 19, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, chosen by L. Chisholm, Parts I.-IV. (Nelson I. and II., 5d. each; III. and IV., 6d. each); *Tom Tiddler's Ground*, chosen by Walter de la Mare (Collins, 2/6, or, in three parts, 1/- each).

- B (only) *The Fairy Flute*, by Rose Fyleman (Methuen, 1/6).

#### Reading.

Children should "visualise" new words every day and write them down. (See *Home Education*, page 240).

Reading taught as in *Home Education*, or, use *The Beacon Readers*, by J. H. Fassett. I.B.: Books I.\* (Ginn, 10d.), and II.\* (1/-), with *Teachers' Manual* (1/6). I.A.: Books III. (1/2) and IV., (1/4).

For children who can read a little:

*Picture Tales from the Russian*,\* Books I. to III. (Blackwell, 1/- each). *Wonder Tales of Other Lands: India*,\* *North America*,\* (Collins, 3d. each).

Upper I.A., read poetry and books set for History, Geography and Tales.

The following may also be used for reading: *The Queen Bee*,\* by Carl Ewald (Nelson, 1/-); *The Training of Chiliqui*,\* by Alan Sullivan (Philip, 8d.); *The Water Carrier's Son*\* (Milford, 3½d. and 6d.).

#### Holiday and Evening Reading:

- A *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6). *Livingstone* (Nelson, 1/3). *The Little Blue Man*, by G. Fanciulli (Dent, 1/4). *Down the Stream*, by E. E. Helme (R.T.S., 2/6).
- B *In the Beginning*, by Lady Erleigh (Nelson, 2/-). *Indian Fairy Tales*, by D. A. Mackenzie (Blackie, 5/-).

#### Music Appreciation.

- A & B The work of Handel. See (a), article, and (b), the records suggested under *Our Work*, in the September *Parents' Review*.

#### Ear Training, Singing, Piano.

Regular lessons in ear training and sight reading.

*The Compleat Teacher*, Book I., by A. Somervell (Boosey, 2/6, Pupil's Book, 3d.). *Introductory Book* (1/-), may be used for I.B. Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

Learn two English songs or Christmas carols. *Christmas Carols* (1st Series), edited by Sir J. Stainer (Novello, 1/-).

- A *The Clarendon Song Books*, Books I. & I.A. (Oxford Press, 2/6 or 3/- each; words and voice parts only, 6d. or 8d. each).
- B *Songtime*, edited by Percy Dearmer (Curwen, 4/6); *Traditional Songs and Tunes for Little Folk*, by Mrs. Murray MacBain (Evans, 3/6).

Learn two French songs (see under French).

*The Child Pianist* (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).



Drill.

A & B Daily drill and games.

*A Hundred Children's Singing Games*, edited by F. Kidson (Bailey & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. & II. (Lang Association, with instructions, 11d. each). *British Marches for Schools*, by Martin Shaw (Evans, 3/6).

A Board of Education *Syllabus of Physical Training for Schools*, 1912 (1/6); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in regard to Games* (4d.). (All Eyre & Spottiswoode).

Work: Crafts, etc.

A & B (i) Help in house or garden.

*Practical Gardening for Children*, by H. O. Marshall (S.P.C.K., 1/6).

(ii) Paper modelling.

*Paper Cutting and Modelling*, by J. E. Tolson (Fytman, 4/-). (Quot correlated schemes). Choose suitable models from Sections I. to V. T.H. may use *Coloured Paper Work* (Dryad, 2/-).

Make Toys from *The Toy-Maker*, by H. M. Argus (Mulford, 2/6).

(iii) Sewing: make, for example, a brush and comb case.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

(iv) Raffle Work: make Christmas presents.

*Raffle Work*, by E. Muehrle (Dryad, 2/6).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

*Seven Little Plays for Children*, by Rose Fyleman (Methuen, 1/6).

N.B.—Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). *The Dryad Quarterly* (6d.) is also useful.

## GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies. The books set from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 2.—The work in Form I.A. lasts for two years (ages 7 to 9). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (5/-). A record of work should be kept (see leaflet H). In home school-rooms and small schools where there are children in A as well as in B, both forms may work together, except in Tales and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps. Pupils, if not at the stage indicated, must, in those subjects, either (a) begin the set book if the subject is new, or (b) continue in the set book from the point they have reached, but they will be hampered in the future if they have not covered the full course for Form I. (9 terms).

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked \* and a set of the Posters and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries in the Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, the Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

# Parents' National Educational Union

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(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM I. (A & B).

PUPILS' NAMES.....

### Bible Lessons.

- I. A & B 1. Tell the story about (*a*), Moses smiting the rock,  
*or*, (*b*), the brazen serpent.  
2. Tell a story about Balaam.  
*or*, B Beginners: Tell a Bible story you have heard this term.
- II. A & B 1. Tell a story about Jesus and the healing of (*a*),  
the man with the <sup>3</sup>/<sub>4</sub> withered hand, *or*, (*b*), the  
Canaanite woman's daughter.  
2. Tell (*a*), a story told by Jesus about the labourers in  
the Vineyard, *or*, (*b*), about the entry of Jesus into  
Jerusalem.

### Writing.

- A Write (once only) a line of poetry from memory.  
B Write, or print, (once only), "Christmas stars were shining  
bright."

### Tales.

- A 1. Tell (*a*), about Christian and Apollyon in the Valley of  
Humiliation, *or*, (*b*), how Christian met with Faithful  
and talked with him.  
2. Tell (*a*), about the adventures of Ulysses and his men in  
the palace of Circe, *or*, (*b*), how they sailed between  
Scylla and Charybdis.
- B 1. Tell (*a*), a short fairy story, *or*, (*b*), one long or two  
short Æsop's Fables.



### British History.

- A 1. Tell a story about (a), Henry III. and Hubert de Burgh, or, (b), the first Prince of Wales.
2. Tell about (a), Edward the Hammer of the Scots, or, (b), the Battle of Bannockburn.
3. Tell (a), a story about Stephen Langton, or, (b), about a memorial of the Great War in Canterbury Cathedral.
- B 1. Tell the story of (a), the White Ship, or, (b), Thomas à Becket.
2. Tell (a), how Richard Cœur de Lion went on a crusade, or, (b), how Blondel found the king.

### Geography

- A 1. How does an explorer make a map of a new country he has discovered? Make a map of an imaginary island you would like to discover.
2. Name three (a), rivers, (b), mountain chains, (c), peninsulas, in Europe, and say where you would find each on the map.
3. Tell something you have learnt this term about a place of which you have seen some pictures.
- B 1. Tell a story about Galileo and his wonderful discovery.
2. Tell something about (a), Canada, or, (b), Australia. Which country would you like to visit, and how would you get there?

### Natural History.

- A 1. Tell about (a), a visit to the starlings' winter roosting place, or, (b), the "Barn Owl."
2. Tell about (a), the leaf-cutting bee, or, (b), the grasshopper.
- B 1. Tell about (a), the skylark, or, (b), an ant-hill.
2. Tell about (a), "Brock the badger," or, (b), a fox.
- or, Overseas, (A & B) 1. Tell about (a), a rabbit and her nursery, or, (b), young moorhens, or, penguins.
2. Tell about (a), the Indian elephant, or, (b), the old "mugger."

### French (Oral only).

- A Children (a), tell about a picture, (b), make three new sentences, (c), recite a poem.
- B Say six sentences, or, answer six questions in French, about a picture.

Number. (All working must be shown and answer clearly stated.)

### A (6th Term).

1. At a factory 5684 lb. of biscuits are packed into 7 lb. tins; and 4780 lb. of sweets into 4 lb tins. How many tins will there be altogether?
2. Find the cost of putting up 8 swings at £3. 5s. 8½d. each.
3. A mother pays £1. 5s. 6d. for a railway ticket for herself; and half that for her little girl. How much change has she from a five-pound note?

### A (3rd Term).

1. What change would you have from 2/- if you bought 2 toy porters for 3½d. each, a truck of luggage for 4d., a bridge for 8d., and a station-master for 4½d.?
2. If a giant's child grew an inch a day how many feet and inches would he grow in 6 weeks?
3. A Christmas hamper contains 2 lb. 4 oz. of nuts, 3 lb. 8 oz. of apples, 12 oz. of raisins, 8 oz. of almonds, and 1 lb. 2 oz. of dates. How many lb. and oz. of fruit in the parcel?

### B (3rd Term).

1. There are 7 bundles of crackers with 10 in each; and 4 more as well. How many are there?
2. A book is 9 inches long and 7 inches wide. How many inches does it measure round? (Draw a picture). How many feet and inches is this?
3. 4 shelves in a cupboard have 16 jars of jam on each; and 5 shelves have 13 jars on each. How many jars altogether?

### Picture Study

A & B Tell what you can (from memory), about *The Tapestry Weavers*, by Velasquez.

(Another picture by Velasquez may be described if this one was not studied).

Brushdrawing. (All work to be done with brush and in colour).

1. Make a picture, giving it a name, of one of the stories (from books set) that you have enjoyed this term.
2. (a), A wild fruit (from the object), or, (b), an animal or bird you have watched this term (from memory).

### Recitations.\*

Father to choose a hymn, a poem, and two passages from the Bible lessons.

### Reading.\*

Father to choose unseen passage.

### Music.\*

Examine in work done and report progress.

Singing. \*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. \*

Drill, before parents.

Work, Crafts, etc. \*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, December 11th. Papers to be posted on Dec. 16th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, the rest being dictated, (b) the Regulations as to the number of papers to be sent in by Schools. In Infant Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, when it is not possible to arrange for the dictated answers for either I.B. or I.A.

N.B. 4.—MEMBERS OVERSEAS may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.